

As Easter Day falls on March 31st the work on Programme 113 has been arranged for a term of nine weeks only. If the term extends over Easter, a week's extra pages may be taken.

Programme 113.†

L<sub>4</sub>

(January to March, 1929.  
(April to July, 1929, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

#### FORM IV.

PUPILS' NAMES .....

#### Bible Lessons.

The Bible text (as given in book used) must be read and narrated first.

*Old Testament History*,\* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. II., pp. xi.-xxiv., 3-79 (selections from *Exodus*, chapters xvi.-xxxiii, and *Numbers*, x.-xxi.).

*The Acts*, chapters 18-22. *The Acts of the Apostles*, by E. M. Knox (Macmillan, 4/6), pp. 279-343, may be read.

*The Saviour of the World*,\* Vol. VI. (P.N.E.U. Office, 3/-), pp. 59-124, with Bible passages from index.

Optional: (a) Peloubet's *Bible Dictionary* (R.T.S., 10/6), may be used for all names of persons and places. (b)

Philips' *Handy Scripture Atlas*\* (1/-). (c) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 72-94. (d) *Helps to the Study of the Bible* (Oxford Press, 3/6). (e) *Heroes and Writers of the Book*

*of Common Prayer*, by G. M. Forde (S.P.C.K., 3/6). *Egypt and Israel*, by Professor Flinders Petrie (S.P.C.K., 5/-), pp. 1-49.

† The 113th term of work set since the Parents' Union School began.



For Sunday reading (optional):

Southey's *Life of Nelson* (Dent, 2/-). Gilbert White's *Natural History of Selborne* (Oxford Press, 2/-). *More Eton Fables*, by C. Alington (Longmans, 3/6), or, for Lenten reading, *Alive unto God*, by A. H. McNeile (Heffer, 2/-).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1929). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6).

Sunday Occupations: A Book of Centuries: see new illustrated leaflet by Miss Bernau (P.N.E.U. Office, 6d.). Choose and inscribe verses in beautiful lettering on good paper or vellum, see *Lettering for Schools*, by M. Judson (Dryad, 3/6).

#### Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or from the prose and poetry set for Literature; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-199. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 132-151.

Literature (including holiday and evening reading).

Shakespeare's *The Tempest*\* (Blackie, 6d.). Six essays from Lamb's *Essays of Elia*\* (Blackie, 1/6). Goldsmith's *The Traveller* and *The Deserted Village*\* (Oxford Press, 6d.). Scott's *Guy Mannering*\* (Nelson, 1/6). Read from Shakespeare to Hardy, *An Anthology of English Lyrics*\* (Methuen, 3/6), contemporary poets: 1760-1823 (Blake, Burns, Cowper, etc.). *A History of English Literature for Boys and Girls*,\* by H. E. Marshall

(Jack, 10/6), pp. 489-556. *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

#### English History.

*A Short History of Great Britain since 1714*,\* by R. B. Mowat (Oxford Press, 3/6), pp. 484-538 (1760-1823). Finish a chart of the 18th Century (see reprint from P.R., July, 1910, 3d.). Summaries of events and dates. Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from *The Times Office*, 6/- yearly).

#### General History.

*Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), (1760-1823), contemporary history from pp. 437-579 (omit set questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 140-209 (c. 3000-750 B.C.) (omit set questions).

Continue a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6: see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all history studied during the term (Bible, English, French, General). Visit the British Museum or local museum; *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6) may be used.

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 24-47. North's Plutarch's *Lives: Cato* (Blackie, 10d.), pp. 67-117. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen*,\* by Mrs. H. A. L. Fisher (Chambers, 2/6), pp. 212-263.

#### Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

*The Ambleside Geography Book*, V.,\* (Kegan Paul, 5/-), pp. 1-62 (Asia). *The English Speaking Nations*,\* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 311-353. Huxley's *Physiography*\* (revised 1924, Macmillan, 5/-), pp. 139-211. Some account of the physiography of your neighbourhood. Philips' *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week.



**Natural History and Geology.<sup>†</sup>**

*Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 279-314. *The Elements of Geology*,\* by M. A. Johnston (Nelson, 3/6), pp. 197-246, with a good map of the British Isles; give some account of the geology of your own neighbourhood. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study suitable to season and climate. The following may be used: Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

**General Science, etc.**

*Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 57-99. *A Voyage in Space*,\* by Professor H. N. Turner (S.P.C.K., 7/6), pp. 44-86.

**Hygiene and Physiology, Domestic Economy.**

*Physiology and Hygiene*,\* by J. Argyll Campbell (Bell, 3/6), pp. 167-222; omit set questions.

**Picture Study and Architecture.**

Study, describe (and draw from memory details of) six reproductions\* of pictures by Burne Jones (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for January, 1929. *The Story of Architecture*,\* by P. L. Waterhouse (Batsford, 6/-), pp. 149-189.

**French.<sup>1</sup> (See N.B. 3.)**

*L'Enseignement Littéraire du Français*, by J. Molmy, Vol. I. (Hachette, 2/6), lessons 27-33 inclusive. Teacher study preface. Read and narrate *La Vie de Polichinelle*, by O. Feuillet (Hachette, Bibliothèque Blanche, 1/3), pp. 1-48. Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

**Latin. (See N.B. 3.)**

*A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* Part II., by M. C. Gardner (Oxford Press, 1/9), §§ 59-64, inclusive. *Cæsar's Gallic War*,\* Books I.-III., by C. Hignett (Oxford Press, 2/6), Book I., §§ 13-26, inclusive.

**German.<sup>1</sup> (See N.B. 3.)**

*Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), Lessons 23-26, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Zahn's *Der Geiss-Christeli* (Blackie, 9d.).

<sup>†</sup> Overseas members see special leaflet.

<sup>1</sup> Schools may substitute the national language.

or, preferably, Italian.<sup>1</sup> (See N.B. 3.)

*Italian Lessons and Readings*,\* by C. U. Clark (Harrap, 5/-), Lessons 7-9. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo*\* (P.N.E.U. Office, 3/-), chapters xi.-xix. (inclusive).

**Arithmetic. (See N.B. 3.)**

Pendlebury's *New Shilling Arithmetic*\* (Bell, 2/3), pp. 124-131. Mensuration, sections 215-218. Revise back work; examples may be taken from Ballard's *Fundamental Arithmetic*, Book V. (London University Press, Teacher's Book 2/3, Pupil's 1/1).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

**Geometry. (See N.B. 3.)**

*A Shorter School Geometry*,\* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 184, 185, 186 (Ex. 1-5), 188-201, and revise Section II. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-).

**Algebra. (See N.B. 3.)**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 139, 148-153, 169-177, or continue.

**Drawing.**

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies in perspective: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Studies in ornament (Glass, pp. 139, 155, etc.). Drawing from memory (Glass, p. 23). Paintbox with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Music.**

Choose and learn a suitable composition. Handel, see *The Term's Music*. Teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

**Musical Appreciation.**

Handel, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and "Our Work," January P.R.). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 64-106; teacher use appendices I.-IV. Beginners use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6). For reference: *The Complete Book of the Great Musicians*, by P. Scholes (Oxford Press, 12/6, or in parts, 4/6 each part).



### Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 48, 145, 146. A scene from Shakespeare. Two poems from anthology set. Two of Cowper's hymns.

### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey*\* (Chapman's translation), (Simpkin Marshall, 3/6), Books 21-24. Dickens' *A Tale of Two Cities* (Nelson, 1/6), or, *The Hour and the Man*, by H. Martineau (out of print, but may be borrowed from a library).

### Singing.

Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-). Three English songs from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6), words only (2/-), or, *The Pocket Sing-Song Book* (Novello, words and music, 1/6). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

### Drill, etc. (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools, 1919* (Eyre & Spottiswoode, 1/6), with *1927 Supplement for Older Girls* (H.M. Stationery Office, 4d.). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Scandinavian Dances*, Series II. (Ling Association, Instructions 3d., Music 8d.). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey.

### Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). Make or knit a garment and send to The Lord Mayor's Fund, Mining Areas Relief Fund, City Hall, Cardiff. *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models (Ambleside students take House of Education models); (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). Choose a craft from *Drawing, Design and Craftwork*, e.g., woodcarving. Boys: *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Darn

and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests.

N.B. 1.—Pupils should spend one year in Form IV. (average age 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). Keep a record of work (see leaflet H.)

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/6), and Ribbon (2 inches wide 2/2 a yard,  $\frac{1}{2}$  inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8 $\frac{1}{2}$ d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4 $\frac{1}{2}$ d. unmounted, 6d. mounted). P.U.S. Blazers, from 17/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



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### FORM IV.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. What do we know of the authorship of the Pentateuch?  
2. What were the three great festivals of the Jews?  
Describe the rites of the Day of Atonement.
- II. 1. Give a short account of St. Paul's work in Corinth.  
2. Write the substance of the address of St. Paul to the Elders of Ephesus at Miletus.  
3. "And others tempting Him, sought of Him a sign from Heaven." Give fully our Lord's answer, "knowing their thoughts." What lessons may we learn?

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

*Guy Mannering*, chapter VII., § 2, "It is well known . . . subsistence."

#### Composition.

1. Write some lines in any metre upon one of the following,—(a), "Ariel," (b), "Spring comes to wake the ice-bound earth," (c), The constellations on a night in spring, (d), "Penelope."
2. A page from a diary written by one of the following,—(a), Nelson, (b), Gilbert White, (c), a member of the present House of Commons.



### English Grammar.

1. Analyse, parsing the words in italics,—  
"Through the small window on the *stair*,  
*As I leant* out to *take* the air  
At the slow-fading *end* of day,  
I heard the thrushes *sing* and say:  
This is the end of winter."
2. Give examples of, and write notes on,—(a), three disguised words, (b), three words of recent origin, (c), three words derived from proper nouns.
3. Give examples in words in common use of (a), suffixes, (b), prefixes, from Teutonic, Greek and Latin sources, two from each source.

### Literature. (Only three questions should be answered.)

1. "Teach him" (erring man), "that states of native strength possessed,  
Though very poor, may still be very blessed."  
Give three or four illustrations of Goldsmith's theme from *The Deserted Village*, quoting lines where you can.
2. Write "A Dissertation upon Roast Pig," according to Lamb. (Some other essay that has interested you may be taken instead.)
3. In what books will you find the following characters?—"Will Marvel," "Dandie Dinmont," "Sydney Carton," "Miranda," "Meg Merrilies," "Mrs. Battle," "Madame Defarge," or, "Toussaint L'Ouverture." Give a scene in which one of them appears.
4. Describe the part played by "Prospero" in *The Tempest*.

### English History.

1. Sketch briefly the character and career of Lord Nelson. Dates.
2. "The American Revolution destroyed one empire and made another." Explain, giving dates.
3. Give some account of the Industrial Revolution of the latter half of the 18th Century.

### General History.

1. Give some account of the rise and progress of the Chaldean Empire. Dates.
2. Write a summary of the (a), causes, (b), course of the French Revolution. Dates.
3. Describe briefly the Congress of Vienna and the chief events of "The Hundred Days." Dates.

### Citizenship.

1. To what delightful realms may "Lord Intellect" introduce each one of us? Illustrate from the work you have done this term. What two daemons may beset our minds?
2. "His authority was great in matters of state, for his wisdom, his eloquence, and great experience." Give instances from Cato's life which illustrate each of these qualities.
3. What do you know of the aims and work of The League of Nations?

### Geography.

1. Write a short account of the four races which people Asia, and show with a rough sketch map where they are chiefly to be found.
2. Describe, filling in rough sketch map, the region known as Turkey in Asia,  
or, 2. "The lesson of History is that sea-power in the long run rests upon a healthy Merchant Service." Explain and illustrate.
3. Explain, with a diagram, the formation of and the movements of a glacier. What forms of ice and its work have you seen this spring?

### Natural History.

1. Explain, with a rough diagram, the skeleton of the sea-lion. How is this animal adapted to life in the sea, and in what respects does it differ from the common seal?
2. Give some account of the British Isles in the great Ice Age. What evidence have you seen in your own neighbourhood of ancient glacial action?
3. What observations did you make this term in connection with the effects of the great frost on bird, animal or plant life?  
or, 3. Write notes on your special study this term, with drawings.

### General Science.

1. Give and illustrate, some of the marvellous facts suggested by the words,—element, compound, mixture, chemical action, atom.
2. Explain, with a diagram, what is meant by a Transit of Venus. Of what use to astronomers was the knowledge gained by the Transit?



### Physiology and Hygiene.

1. How is physical exercise produced? Diagram. Write upon (a), the value of muscular exercise, (b), the danger of excessive exercise.
2. It is said that there is now a great improvement in the health of people living both in town and country. Show fully to what this improvement is due.

### Picture Study and Architecture.

1. Describe "The Tower of Brass," by Sir E. Burne Jones.
2. Think of any Gothic building you have seen (or read about), and describe its characteristic features. Drawings.

### French.

1. (a), Give an account in French of one of "Polichinelle's" adventures at court, or, (b), write an essay in French on "Les Oiseaux en Hiver."
2. Translate into French, p. 83, *L'Enseignement Littéraire du Français*, Vol. I., "I am a foundling . . . and a few words."
3. Write notes in French on "Les Pronoms Personnels" (objets directs et indirects). Give examples in sentences.

### Latin.

1. Translate (1) We must fight bravely; the enemy must be conquered. (2) The soldiers are not afraid to undertake danger. (3) They were afraid the army would attack the city.
2. Translate *Cæsar Gallic War*, I., § 21, "Eodem die . . . præmittitur," or, *Latin Book for Beginners*, § 61 (Livy), lines 1-12, "Missus . . . erat."
3. Read the Latin of the passage translated, then write a narration in Latin.

### German.

1. Write, in German, the story of *Der Zaunkönig*.
2. Show the use, in sentences, of the prepositions,—*während, oberhalb, diesseit, wegen, trotz*.
3. Translate into German sentences 1-10, § III., page 190 (Siepmann).

### or, Italian.

1. Write answers (not those given) to the questions on page 39, B 1-6.
2. Make an English translation of the story on page 51, and retranslate this into Italian.
3. Write a short narration of the visit of "Biondina" to "Il Gran Sapientone di Corte."

### Arithmetic

1. Find the Simple Interest on £177 : 7 : 6 for 3 years 4 months at  $5\frac{1}{2}\%$ .
2. Find to the nearest penny the amount at Compound Interest of £2605 at the end of 2 years at  $12\frac{1}{2}\%$ .
3. The parallel sides of a trapezoid are 3.7 inches and 4.3 inches respectively, and the perpendicular distance between them is 2.5 inches. Find the area of the trapezoid.

### Geometry.

1. Prove that, in equal circles, or in the same circle, equal chords cut off equal arcs.
2. Prove that the angles which a tangent to a circle makes with a chord drawn from the point of contact are respectively equal to the angles in the alternate segments of the circle.
3. Construct a triangle ABC with BC=1 inch, angles B and C each  $72^\circ$ . Circumscribe a circle about ABC. How would you proceed from this to inscribe a regular pentagon in the circle? State the proof.

### Algebra.

1. By detached coefficients divide  $1-6y+15y^2-20y^3+15y^4-6y^5+y^6$  by  $1-2y+y^2$ .
2. Factorise :  
(i.)  $10x^2-7x-12$ . (ii.)  $(5x-2y)^2-(2x+3y)^2$ .  
(iii.)  $9a^2-b^2-4c^2+4bc$ . (iv.)  $x^4+3x^2y^2+4y^4$ .
3. The sum of £11 : 6 was made up of florins and half-crowns. Half of the florins were replaced by the same number of half-crowns and the sum was then £11 : 18. Find the original number of florins and half-crowns.

### Drawing.

1. An open door with a vista beyond.
2. (a), Two illuminated initial letters filled in with natural design, or, (b), an heraldic design for a banner.

### Musical Appreciation.

What music by Handel have you heard? Write your impressions of any of the compositions.

### Recitations.\*

Father to choose two Bible passages and a poem.

### Reading.\*

Father to choose a poem and a leading article from a newspaper.



Music. \*

Examine in work done.

Singing. \*

Father to choose an English, a French, and a German song,  
and three exercises.

Drill. \*

Report progress.

Work. \*

Outside friend to examine. List of handicrafts completed  
to appear in *Parents' Report*.

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N.B. 1.—Examination to begin on Monday, March 18th.  
Papers to be posted on Saturday, 23rd, *with no other enclosure*.  
Schools may send in papers up to March 30th.

N.B. 2.—Subjects thus indicated (\*) to be marked on the  
*Parents' or Teacher's Report* according to Regulations, and  
marks to be added up. For scale of values see head of Report  
Form.

N.B. 3.—Please note carefully the Regulations as to the  
number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the Parents' or Teachers' Report  
Form (a), how the pupil has worked during the term; (b), if there has  
been any handicap on account of illness during the term; (c), the reason  
for the omission of subjects in the examination.